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ABSTRACT

This paper describes a program, developed and instituted in the College of Education at Arizona State University, for entry-level education students which helps them assess themselves and their commitment, strengths, and needs related to teaching as a career. The self-assessment program contains several components including an observational/participation experience, lecture input on the field of education, discussion classes with teacher education faculty, basic skill and personality testing, and participation in a Career Awareness and Self Exploration (CASE) group. The themes of the CASE Groups (i.e., self-disclosure, trust, communication, anxiety, self-esteem, self-fulfilling prophecy, and small group behavior) are highlighted. Results are presented which suggest that after the program some students reject education and teaching as a career choice, others change their major or focus, many intend to add to their areas of competency, and most continue with a renewed commitment to their career choice. The appendices provide a concise summary of each program component, including the rationale and course structure, the self-assessment component, the CASE groups, group themes, and assessment instruments. Results and benefits of the program are outlined also. (Author/BL)

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Career Awareness, Self Exploration and Self-Assessment for Teaching

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Running Head: Career Awareness

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Abstract

This paper describes a program for entry-level education students which helps them assess themselves and their committment, strengths, and needs related to teaching as a career. The self-assessment program contains several components including an observation/participation experience, lecture input on the field of education, discussion classes with teacher education faculty, basic skill and personality testing, and participation in a Career Awareness and Self Exploration (CASE) group. The themes of the CASE Groups are highlighted. Results suggest that after the program some students reject education and teaching as a career choice, others change their major or focus, many intend to add to their areas of competency, and most continue with a renewed committment to their career choice. The appendixes are designed to provide a concise summary of each program component discussed in the paper.

Career Awareness, Self Exploration, and Self-Assessment for Teaching

During the past decade interesting changes have occured in the area of career choice and development. Non-traditional occupational choices for both men and women have grown. The "one-life/one career" model of career development has been rejected. Personal development issues with values beyond the paycheck have become prominent career concerns.

For educators, several questions arise in light of these trends. Have we fully used available resources to assist our students in their exploration of career choice? Have we sufficiently encouraged them to interact within the settings of their career choices? Have we provided adequate vehicles for them to examine, both professionally and personally, those interactions? Have we encouraged their personal growth as part of the educational and career selection processes?

At the heart of any educational model designed to explore personal issues as they relate to career choice, one would expect to find self-awareness and self-assessment techniques employed. The process of arriving at a career choice is fundamentally based on individual self- perceptions and on individual self-judgments of abilities, needs, and other constructs. Establishing career choices on partial information, especially on partial self-information, carries potential for career dissatisfaction. Incorporating self-awareness and self-assessment into a professional career preparation sequence is one way of providing students with the tools needed to become more aware and to evaluate better their career choice. A self-assessment sequence also provides a framework for identifying personal and professional strengths. In addition, such a preparatory program offers potential for early remediation in areas of

weakness.

According to a survey by Caplin (1981), practicing teachers have concerns regarding the screening and selection of potential teachers. Several universities have instituted some form of pre-student teaching screening programs (Amodeo & Martin, 1982; Roweton, 1979). Screening programs typically require specified levels of criterion performance, however, and rarely consider issues beyond such measures. A self-screening program can be designed to incorporate a good deal more and in at least one reported program (Sears, 1980) involved a counselor education program in its development.

The purpose of this article is to describe a self-assessment program which has been developed and instituted in the College of Education at Arizona State University. In this article we shall present a structural outline of the self-assessment sequence, highlighting the rationale for certain aspects of the program. We will also discuss the methods employed to foster personal and professional growth and awareness. Finally, we will address ancillary topics which need to be considered and then suggest several possible benefits of this model.

Program Structure

Undergraduates who contemplate a major in elementary, secondary, or special education are required to enroll in a one semester, pass-fail, three credit hour course entitled "Self-Assessment." This course as described in the University catalog provides "instructional and field experiences to help students determine whether or not they want to become teachers." The experience is designed also to assist in the self-determination of the particular level and the kinds of students they hope to teach. As the first course in the students' professional undergraduate preparation, it meets the admission, orientation, and retention needs of the College of Education, and

provides an introductory common learning experience and foundation for students (see Appendix A). The main emphasis is on student self- and environmental-exploration including vocational and career awareness. The course also provides for early observation and participation experiences in educational settings. Between 750 and 800 students per year enroll in either the day, evening, or summer session sections of the course.

There are two basic aspects of this education and assessment process. The first component consists of the educational environment in which students are exposed to the teaching role in practice. The opportunity to discuss their observation and participation with peers and College of Education faculty is provided. The second component consists of an opportunity for students to examine their own values, attitudes, behavior, and personal characteristics (see Appendix B). Following is a description of each program element as it addresses these components.

Observation/Participation. The office of Professional Field Experience Coordinates all placement of students in observation and participation sites. Each student is assigned to a local elementary or secondary school and is required to observe and participate in a professional manner with the youngsters and with the school personnel. This experience, which provides a semester minimum of forty hours of involvement, is designed to facilitate the students' understanding of and identification with the role of the teacher. Burden (1982) identified the potential benefits of establishing contacts between preservice and experienced teachers. He suggested that interviews with experienced teachers provide teachers-in-training with valuable information about early teaching experiences, teacher role, and professional development. The self-assessment program (see Appendix C) provides not only for this type of meeting and information sharing, but also includes on-task observation of and

participation with experienced teachers. The undergraduates keep a journal as a part of their observation/participation experience. This journal is used as a tool to consolidate their involvement and learning.

Discussion Class. Students meet weekly with faculty from the undergraduate programs in elementary, secondary, and special education to discuss their observation/participation experiences. Students are encouraged to interpret experiences from a teacher's perspective. Occasionally, students are asked to role-play critical incidents which have been identified. The underlying intent of the discussion class is three-fold: to highlight the role of the teacher; to gain insight into the rewards, pressures and style of life of educators; and to develop awareness of the goals, purposes, and problems in education. In short, the discussion class is helpful in allowing students to "make sense" out of what they have observed in their school setting.

Lecture Input. Didactic information for the self-assessment experience focuses on two main areas: the educational environment and the personal life-space of the prospective teachers. A series of planned lectures provide basic information on the educational environment including school organizational concerns, career options, classroom processes, administrative and personnel issues, and pertinent educational trends. The intent of this information is to provide a cognitive framework for student understanding of the education setting.

Didactic input is also provided on life-space and interpersonal issues considered important to the prospective teacher. Specific topic areas are offered each week and include such themes as competition/cooperation, anxiety, trust, self-esteem, perceptions, and the like. These themes are viewed from three perspectives: the teacher-in-training, the experienced teacher, and the youngster in the classroom. Students are thus exposed to significant concepts

which are important to teaching and which highlight aspects of their individual personalities that relate to a career choice in education. Students are especially encouraged to identify areas of personal strength as well as possible blocks as future educators.

Career Awareness and Self-Exploration (CASE) Groups. At the conclusion of each interpersonal issues lecture, students disperse to attend small group sessions in which they discuss the theme highlighted in the lecture (see Appendix D). Each group is composed of 10 to 12 students and is facilitated by a trained, graduate-level counseling student. These counseling students are in turn supervised by doctoral students and faculty members from Counselor Education. The intent of these small groups is not to provide "therapy," but rather to develop a climate for honest discussion by the students of their feelings, concerns, and personal responses regarding the weekly topic. Experiential exercises are sometimes used to assist the students in approaching the topic. Because of their importance to the CASE Group process, a discussion of the individual themes is presented below (see also Appendix E).

CASE Group Themes

Self-disclosure. Self-disclosure apparently has great impact on the self-disclosing person. Jourard (1968) has suggested that the ability to self-disclose, to talk about oneself to another person, is a sign of good adjustment and psychological health. He believes that openness to other people is necessary for growth and self actualization. Hiding oneself from others stunts one's growth. In addition to the importance of confronting this issue in their potential role as teachers, the importance of this issue for students in the CASE group process is obvious.

Trust. Trust is included also because of its importance in the team-building and initial phases of the CASE groups. Beyond that, however,

trust is considered an important component of good interpersonal relationships including those between teachers and students. The need for trust in society and especially in the classroom is presented and common trust/distrust dilemmas are discussed. A brief review of educational and psychological research on the topic is included.

Communication. Because of the importance of communication to the teaching process, several sessions are devoted to a review of communication problems, the identification of specific communication skills, and a summary of research on communication in teaching. Specific topics covered include listening, nonverbal communication, and sending messages. Listening includes information on Gordon's (1974) active listening, Ivey's (1978) micro-counseling skills, and Carkhuff's (1969) core conditions. Nonverbal communication emphasizes increased awareness of the nonverbal messages sent by teachers and highlights the need for congruence between verbal and non- verbal messages. Sending messages focuses on complete and single messages (McWhirter & McWhirter, 1982) and involves three separate components: perception, feelings, wants. These components are also presented because of their inherent value: perception, (highlighting problems in inference and relationships), feelings, (looking at the teacher's need to recognize self and student affective states), and wants and needs, (focusing on the teacher's need system).

Anxiety. This topic is especially important for the potential teacher. Almost three decades ago, Jersild (1955) identified anxiety as a central concern for the teacher. Recent research highlights the problems with anxiety, stress, and burnout. There are also significant correlations between high trait anxiety scores and self-abasement and hostility measures (Spielberger, Gorsuch, & Lushene, 1970). In addition to the theoretical and practical issues identified in this area, students are provided with information about stress

management, relaxation training, and biofeedback available through the counseling department.

Self-esteem. This theme is a central issue in teacher performance. Since the CASE groups were designed to build on participant strengths, the student's own self-esteem issues are highlighted. Practical suggestions for increased self-esteem are provided (McWhirter, 1977).

Self-fulfilling Prophecy. Rosenthal and Jacobson's (1968) work on the role of the teacher's expectation on classroom performance is stressed. This theme is related to the students' own expectations and expectations of others toward them.

Small group Behavior. Using Schutz's (1966) formulations of wanting and expressing inclusion, control, and affection, the students are encouraged to study their own behavior and their interaction within the CASE group. They are also encouraged to study the interrelationships of various personality types (Myers, 1962) and their personality conflicts, group involvement, and group interactions.

CASE Group Leaders. It is clear that the group leaders play an important role in the implementation of this self-assessment process. Therefore considerable attention is paid to their selection and supervision. Most are enrolled in the Master of Counseling program and receive three credits in group practicum for satisfactorily completing the group leadership responsibilities. Approximately 85 students are involved each year.

Prior to each presentation, the faculty person in charge of the self-assessment lecture meets with the graduate student group leaders to assist them in preparing for the small group process for that day. Leaders are provided appropriate handouts and suggestions for small-group activities related to the day's theme.

Group leaders encourage dialogue regarding student self-assessment and career choice. Students are encouraged to identify discuss, and build on personal strengths. Traits which may later be blocks to effective teaching are also high lighted and possible sources of remediation are provided. For students who desire more individual feedback, individual counseling is offered to each student on an optional basis during the last six weeks of each semester To the degree that a trusting genuine and caring group is established, the CASE group experience assists students to attain deeper levels of introspection and awareness.

Assessment testing. In order to provide students with additional self-assessment information, a battery of standardized instruments are administered to each student during the course of the semester. Since teacher certification in Arizona requires demonstrated competency in basic skills, students are required to complete a similar test to provide the students with information and possible remedial direction. Students who appear not to possess basic skill competencies are directed to reading and math clinics or are advised of courses which may help in overcoming the deficiency.

Of special interest are the personality assessment instruments which are one component of the CASE experience. The instruments include measures of cognitive style, trait-state anxiety small group behavior manifest needs and other normal personality characteristics. Individual scores and feedback are provided to each student (see Appendix F). Interpretation is provided through feedback within the context of the CASE group or in individual sessions.

The information derived from the administration of this combination of measures is especially helpful as an aid in the students self-exploration In addition to input from teachers, faculty, group leaders and fellow students, the individual students receive input from themselves, as it were via

standardized instruments. For many students this is the first opportunity to receive such information directly. It is precisely in the context of a self-assessment sequence such as this that the information can be used to best advantage. Here the student has the opportunity not only to receive the information derived from the instruments, but also the opportunity to explore its personal meaning within a group of concerned peers. In addition, the student can take this new awareness into the Observation/Participation site and examine relevant issues in the context of a professional setting.

Issues to Consider

For a few students the self-assessment sequence, or parts of the sequence, may present personal difficulties that preclude full participation in the program. Some latitude is built into the sequence to accommodate these students. For example, a student may be resistant to participating in a small group experience, which may result in destructive behaviors in the group. If resolution is not possible within that setting, faculty consult with the student in an attempt to identify other options for productive self-assessment activities. Within reasonable limits the self-assessment sequence is then individually tailored to accommodate these students.

As a result of their participation in the self assessment sequence a number of students confront issues that pose some degree of personal discomfort. For some these issues may revolve around the appropriateness of their career choice. For personal or professional reasons some students decide to alter their career choice or to extend their career exploration. For most this appears to be a reasonable decision and supports one of the main purposes of the sequence. Those who discover that teaching is not for them have saved themselves and the college several years of misdirected efforts.

Students may also confront issues beyond career exploration. For some, the

self-assessment sequence highlights personal concerns for which that student may need to seek further assistance. The network of University resources is often tapped to accommodate this need and students are informed of the Counselor Training Center, the University Counseling Service, the Office of Career Services, the Student Health Service, and the University Testing Service. Occassionally, students are referred to assertiveness training workshops, stress management programs, and other appropriate experiences (see Appendix G).

Benefits

This self-assessment program continues to be helpful in student decision-making. Data which have been collected from students who have been involved in the self-assessment sequence indicate the following: About nine percent of the students decide not to continue in teacher training; eight percent shift to a different teacher training program (elementary, secondary, special education) than that originally anticipated; fifteen percent decide on different age or grade level; fifty percent anticipate preparation in an additional subject area beyond that originally planned. Clearly the program is helping students expand their views of the teaching profession.

A major benefit of this program is the encouragement which it offers to most students regarding their future careers as teachers. Students who reaffirm their decision or who discover that education is an appropriate career choice for them can enter their professional training with renewed committment. Students who have been reinforced in their strengths can proceed to better utilize those strengths.

All participating students, whether or not they choose to stay in education, have the opportunity to engage in the growth enhancing process which this sequence affords. Students emerge more aware of themselves and more aware

of the dynamics of productive decision-making especially regarding career choice.

Another beneficial aspect of the self-assessment sequence is the wealth of research opportunities that it presents. Each semester, the program at Arizona State University involves well over two hundred undergraduate students, eight to ten faculty members, twenty to thirty CASE groups and their leaders, standardized instrument scores on several personality measures and three basic skills tests, and the participation of a number of schools for observation and participation. Relevant research issues include teacher personality characteristics decision-making strageties, small group interaction, supervision processes, and a host of other areas. Research can be accomplished with few modifications to the basic program.

This program is a collaborative venture involving the Departments of Elementary, Secondary, Special, and Counselor Education, and engaging a number of local public schools in the greater Phoenix area. Beyond the basic goal of student self-assessment, several educational advantages accrue in a collaboration of this nature. Faculty become more aware of individual and departmental needs and strengths. Students are exposed to a range of educational issues and environments. Information-sharing across educational specialty lines occurs. Rigid, departmental boundary lines are lessened. Finally, a sense of membership in the professional community beyond the university is fostered. The student, the faculty, the college, and the community realize some benefit from this approach to career self-selection and to student development (see Appendix H).

Conclusion

Establishing a self-assessment sequence which involves meshing several bureaucratic organizations as large as colleges and public school district is

far from a simple task. However, a program such as that described here shows considerable promise for improving education. Prospective teachers need extensive information about the field and about themselves to make better career decisions. Better career decisions lead to increased committment and involvement. Committment and involvement result in improved schools.

As educators we have a responsibility to improve the quality of schools. By providing self-assessment experiences we are carrying out our mission creatively and successfully. And, finally, we can be more assured that we are helping our students to respond to that old dictum: "Teacher, know thyself."

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Appendix A

Rationale

This course represents a collaborative educational effort involving faculty and graduate students from four College of Education departments at Arizona State University, Tempe Arizona. The Departments of Secondary Elementary, Special Education, and Counselor Education in a collaborative venture provide instructional and field experiences to assist students to determine whether or not they want to become teachers. The educational experience also is designed to assist in the determination of the particular level and kinds of students with whom the prospective teacher would like to work. The course is designed to meet the admission, orientation, and retention needs of the college of Education and to address the career and vocational exploration needs of the students. The course is required of all students seeking entrance into the College of Education.

In order to meet the student's need for self and environmental exploration as these relate to education the following objectives are descriptive of the rationale undergirding the course

1. To provide for increased student self-awareness.
2. To provide for increased educational awareness.
3. To provide for increased career awareness as related to education.
4. To provide information relative to the students basic skills and compentencies as related to education.
5. To provide an opportunity for students to explore attitude, value interest, and personality dynamics as related to education.
6. To provide an opportunity for students to participate in team building, group and individual counseling as related to self as educator.
7. To provide an opportunity for students to receive advisement and information relative to service resources at the University.
8. To provide an opportunity for students to observe and participate in classroom situations early in their program of studies.

Appendix B

Course Structure

Program Demographics:

1. Between 750 and 800 students per year enroll in either the day, evening or summer session sections of the course.

2. Ten faculty and approximately 85 advanced master's level counseling students work with the program during the academic year.

3 The Office of Professional Field Experience coordinates all placement of students in observation and participation sites.

4 Students are required to spend 4 hours per week or approximately 40 hours during the semester in observation and participation settings.

5. Advanced Master's candidates participate in the course for credit and receive instruction in group process and dynamics from the Counselor Education faculty members.

6. Class time approximates 5 hours per week divided among large group didactic presentations, speakers, films, and assessment processing and small group activities aimed at self-exploration and discussion of educational experiences and issues and concerns.

Course Structure: (Note: The following is a general outline of the course as it applies to the day section. Evening and summer session structure varies due to time factors.)

Tuesday (1:40-2:30)	Total group instruction in areas such as (1) self-concept; (2) communication skills; (3) trust building; (4) competition/cooperation; (5) stress/anxiety; (6) values attitudes, and belief systems; (7) decision making, etc.
Tuesday (2:40-4:00)	CASE group meetings aimed at facilitation of discussion and integration of the ideas presented in the large group.
Thursday (1:40-2:30)	Total group instruction in areas dealing with educational information such as (1) aspects of secondary education; (2) aspects of elementary education; (3) aspects of special education; (4) multicultural education; and (5) other areas of educational concern.
Thursday (2:30-4:00)	Small group meetings aimed at facilitation of discussion and integration of the ideas presented in the large group.

Appendix C

Self-Assessment Component

The self-assessment component of this course is designed to provide each student with a structured approach at assessing not only his/her individual dynamics as these related to the educational experience but also to assess the career opportunities available in the field of education. To accomplish these goals, the following experiences are utilized:

1. Students are divided into small (10 or 12) CASE groups for the purposes of discussion, self-exploration, peer and leader feedback, and exposure to structured activities which enhance self assessment.

2. Various interest attitude vocational and personality instruments are administered and interpreted to provide individuals with further insight into self.

3. Leadership within the group is provided by advanced Master's level students from the Counselor Education Department. These students receive instruction in group process and group dynamics each week in a special seminar conducted by the faculty from the Department of Counselor Education.

4. The CASE groups meet once per week for approximately 1 and 1/2 hours during 12 weeks of the 16 week semester. Each group meets in a separate assigned room to facilitate the development of group cohesiveness and develop group autonomy.

5. The material dealt with in the group has its foundation in the presentation made by faculty from the Department of Counselor Education and the group is utilized to aid in the personalization and integration of this material.

6. A typical CASE group meeting would entail a brief structured experience directed at a specific subject area followed by individual discussion of its applicability to each person. Feedback for the individual is provided by peers and by the group facilitator.

7. Subject areas utilized in the CASE group experience include but are not limited to the following:

   A. Self concept
   B. Communication skills
   C. Decision making
   D. Trust development
   E. Values, attitudes
   F. Career exploration
   G. Competition/Cooperation
   H. Stress/anxiety
   I. Self-as-educator
   J. Educational issues/concerns

Appendix D

CASE Groups

CASE Groups (Career Awareness and Self-Exploration Groups) are utilized in the Self-Assessment process to provide each student with a setting in which he/she can enter into a discussion of his/her feelings, concerns, questions, and personal reactions regarding the topic under discussion for the week. The following are descriptive of the CASE Group structure:

A. Each group is composed of 10 to 12 students randomly assigned to provide for maximum interaction across such areas as sex, age academic area, and preferred teaching level.

B. Each group is facilitated by a trained, graduate-level counseling student who in turn is supervised by doctoral students and faculty members from the Counselor Education Department.

C. Each group facilitator is carefully selected and prior to each group meeting, the faculty person in charge of the self-assessment lecture meets with the group facilitators to assist them in preparing for that day's small group process. Group facilitators are provided appropriate handouts and suggestions for small-group activities related to the day s theme.

D. Each group follows a somewhat similar process in as much as the group facilitator encourages each person to identify, discuss and build on personal strengtns. Traits which may later be blocks to effective teaching are also high-lighted and possible sources of remediation are provided.

E. Each group has as its intention the development of an open environment characterized by trust, support, and caring. Group therapy is not the intent of the groups and if students desire and/or need individual attention for specific personal issues, counseling is provided during the last six weeks of the semester at the Counselor Training Center located in the Counselor Education Department.

Appendix E

Group Themes

The themes identified for total group presentation and for small group discussion have been carefully selected to reflect both personal and professional areas deemed to be important in the human relations aspects of teaching. The following themes are currently being utilized in the course:

A. Self-Disclosure: Self-disclosure apparently has great impact on the self-disclosing person. Jourard (1968) has suggested that the ability to self-disclose to talk about oneself to another person, is a sign of good adjustment and psychological health. In addition to the importance of confronting this issue in their potential role as a teacher, the importance of this issue for students in the CASE group process is obvious.

B. Communication: Because of the importance of communication to the teaching process, several sessions are devoted to a review of communication problems, the identification of specific communication skills, and a summary of research on communication in teaching.

C. Trust: Trust is included for two specific reasons. First, it is included because of its importance in the team-building and initial phases of the CASE Groups. Second, it is included because it is considered an important component of good interpersonal relationships.

D. Stress/Anxiety: This topic is especially important for the potential teacher based upon recent research highlighting the problems with anxiety, stress, and burnout. Students are provided with information about stress management, relaxation training, and biofeedback.

E. Self-Esteem: This theme is a central issue in teacher performance. Since the CASE groups were designed to build on participant strengths, the student's own self-esteem issues are highlighted.

F. Self-Fulfilling Prophecy: Rosenthal and Jacobson's (1968) work on the role of the teacher's expectation on classroom performance is stressed. This theme is related to the student's expectations and expectations of others toward them.

G. Small Group Behavior: Using Schutz's (1966) formulations of wanting and expressing inclusion, control, and affection, the students are encouraged to study their own behavior and their interactions within the CASE group.

Appendix F

Assessment Instruments

In order to provide students with additional self-assessment information, a battery of standardized instruments are administered to each student during the course of the semester. Since teacher certification in Arizona requires demonstrated competency in basic skills, students are required to complete a similar test to provide the students with information and possible remedial direction. Students who appear not to possess basic skill competencies are directed to reading and math clinics or are advised of courses which may help in overcoming the deficiency. Of special interest are the "personaltiy" instruments which are one component of the CASE Group experience. The following instruments are currently being utilized:

A. THE EDWARDS PERSONAL PREFERENCE SHCEDULE

B. THE MYERS-BRIGGS TYPE INDICATOR

C. THE STAIT-TRAIT ANXIETY INVENTORY

D. THE GROUP EMBEDDED FIGURES TEST

E. THE HALL OCCUPATIONAL OUTLOOK INVENTORY

F. THE FIRO-B

Appendix G

Results

Based upon the student's participation in the course, the following results have been identified

A. Approximately nine percent of the students decide not to continue in teacher training.

B. Approximately eight percent shift to a different teacher training program (elementary, secondary, special education) than that originally anticipated.

C. Approximately fifteen percent decide on different age or grade levels than that originally planned.

D. Approximately fifty percent anticipate preparation in subject area beyond tnat originally planned.

E. Although we do not have approximate percentages, we know that the following are results of students participation in the course:

1. A number of students confront issues that pose some degree of personal discomfort and often revolve around the appropriateness of their career choice.

2. A number of the students utilize the experience to initiate further career exploration.

3. A number of students identify personal concerns beyond career choice which may impede their effectiveness as teachers and seek further assistance in a myriad of programs provided by the University.

Appendix H

Benefits

For the Students:

1. Provides an orientation experience for all students interested in entering the College of Education.

2. Provides a highly structured and individualized approach to the area of self-assessment as this relates to the "individual as an educator".

3. Provides the students with an opportunity to express his/her concerns, ideas, questions, and hopes and fears related to "self as educator" in a safe, non-evaluative environment.

4. Provides the student with information regarding a myriad of aspects of not only education but also of self-understanding and an opportunity to integrate the two.

5. Provides the student with career exploration activities aimed at alowing him/her to make an earlier determination of the "fit" of education.

6. Provides a broad exposure to the educational environment through the mandatory observation/participation experience in a variety of education settings and levels.

7. Provides the student with an opportunity to share his/her ideas with a wide cross-section of academic disciplines and gain insight into the breadth of teaching disciplines incorporated in a school situation.

8. Provides the beginning education students with a wide exposure to faculty within the College of Education.

9. Provides the student with opportunities for not only academic advisement but also opportunities to receive personal assistance with areas of concern not related to academics.

10. Provides the students with the development of an on-going support structure within the College of Education not only in terms of faculty but also peers.

For the College:

1. Provides a unified approach at introducing the concept of the "professional teacher."

2. Provides for the collaboration of faculty from four departments to share and benefit from the skills and expertise of each member of the team.

3. Provides an excellent "field experience" for students in counseling to try creative intervention techniques as applied to the group process.

4. Provides an effective "public relations" program between the College of Education and its public in the school environment.

5. Provides an on-going student population which can be utilized in various research projects throughout the College of Education.

6. Provides an avenue for the more effective utilization of "expertise" within the faculty of the College of Education.

7. Provides an avenue through which the duplication of efforts across departments is lessened.

8. Provides a vehicle for testing out innovative curriculum approaches prior to university adoption and implementation.